


Beyond the Bridge: Transforming Conflict Research, Education, and Practice by Transcending Barriers—Honoring the Contributions of Tricia S. Jones

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Abstract

In this tribute to the 2004 recipient of the International Association for Conflict Management's Jeffrey Z. Rubin Theory-to-Practice Award, we honor the work of Tricia S. Jones. Having worked with Trish as grad students, research and practice collaborators, and journal editors, we highlight her unique contributions to conflict resolution education, the role of emotion in conflict, and conflict coaching. We also celebrate her ability to transcend both disciplinary and academic–practitioner barriers as she elevates the importance of communication research.



Figure 1. Three generations of scholars: Deanna Geddes (advisee of Linda Putnam), Linda Putnam, Trish Jones (advisee of Putnam), Jessica Katz Jameson (advisee of Jones). Photo taken at IACM Conference in Pittsburgh, PA, June, 2004.

Tricia S. Jones, Professor of Communication and Social Influence in the Klein College of Media and Communication, Temple University, was awarded the Jeffrey Z. Rubin Theory-to-Practice Award in 2004 at the IACM conference in Pittsburgh, Pennsylvania (See Figure 1). That day she recounted her

efforts to promote conflict resolution education around the globe, yet Trish, as most of us know her, has made many contributions to the field of conflict studies. Her CV includes widely cited work on reciprocity in negotiation (1982a and 1982b), the role of the third party in mediation (Folger & Jones, 1994; Jones & Bodtker, 2001), the impact of peer mediation and conflict education (Jones & Compton, 2003; Jones, 2004a,b,c; Jones, 2012), intercultural communication and conflict (Remland, Jones, Foe-man, & Arevalo, 2015), and conflict coaching (Jones & Brinkert, 2008). Along the way, Trish broke new ground by theorizing that emotion is not just one variable in conflict, but it is the experience of emotion that makes us aware conflict exists and it is the expression of emotion that influences how the conflict communication will unfold (Jones, 2000). Trish carried those insights into the realm of practice by developing a training program, *Mediation with Heart in Mind*, to provide mediators the tools to help disputing parties identify, understand, and communicate emotions (Jones & Bodtker, 2001). More recently, she has brought those concepts to conflict coaching, as she is working to integrate coaching into the New York Statewide Court System (Jones, Hedeem, Raines, & Cutrona, 2016) and extend peer conflict coaching and conflict education to special education dispute resolution (Pennsylvania Department of Education, 2013).

Trish has been an inspirational leader, mentor, collaborator, and friend to the three of us authoring this article. In each of the sections that follow, we share our appreciation for Trish's influence on our own careers as we recount her contributions to conflict resolution education and emotion in conflict and mediation, share her work in expanding conflict coaching as an integrated part of dispute system design, and describe her influence on conflict scholarship as editor of *Conflict Resolution Quarterly*.

Bringing Peace and Heart to the Classroom and Mediation—Jessica Katz Jameson

As my graduate school adviser, Trish provided a combination of research and practice opportunities alongside stimulating intellectual questions that changed my life's trajectory as my plans for a consulting career were replaced by dedication to academic life. It is little surprise that 20 years later, I continue to follow in her footsteps, as my current work on the impact of mediation on mediators themselves is strongly influenced by Trish's research on peer mediation and conflict resolution education.

In addition to placing me in the classroom and getting me to my first academic conference, Trish hired me to work on the Comprehensive Peer Mediation Evaluation Project funded by the William and Flora Hewlett Foundation (1995) and the Surdna Foundation (1995). This project, which compared conflict education and peer mediation programs in four states from elementary through high school, introduced me to the complexities of research coordination, survey design, data collection, data entry, and data analysis. Trish always knew which projects were a good fit for my skills and interests, as I coordinated a local conference on mediation in higher education, participated in mediation training for Temple University ombudspersons, and studied the implementation and dissemination of our own peer mediation program, the Conflict Education Resource Team (CERT) that Ross will describe further below. All of these opportunities sowed the seeds for a career in engaged research as Trish modeled how to build partnerships with on- and off-campus organizations to make her research as robust and relevant as possible while always bringing the results into practice.

The Comprehensive Peer Mediation Evaluation Project spawned several books and articles that demonstrate the many benefits of peer mediation and conflict education in our schools (see, e.g., Jones & Compton, 2003; Jones & Kmita, 2000). They found, for example, that peer mediation programs significantly improve school climate in elementary schools, and exposure to such programs improves conflict attitudes and behaviors at all levels. Students trained in peer mediation experienced reduced personal conflict and aggressiveness, as well as increased pro-social values, perspective taking, and conflict competence (Jones, 2006).

Trish has built upon this foundational study in several ways. She has received \$2,200,000 in grant funding from several sources to study and design Conflict Resolution Education in Teacher Education (CRETE) (George Gund Foundation, 2004, 2007; FIPSE, 2004, 2007; JAMS Foundation, 2008, 2010) including creation of a website (www.creducation.org/www.creducation.net) to support conflict education curricula and peer mediation training (JAMS Foundation, 2006). Trish and her colleagues developed CRETE to address the absence of conflict resolution education topics in preservice teacher education. Conflict resolution education can be framed to include any or all of four main goals: (a) creating a safe learning environment; (b) creating a constructive learning environment; (c) enhancing students' social and emotional development; and (d) creating a constructive learning community. Evaluation studies performed by Trish and others have consistently found that schools that include conflict resolution education programs experience outcomes including decreased violence, decreased intergroup conflict, improved school and classroom climate, increased constructive conflict behaviors, and increased parental and community involvement (Jones, 2004a,b,c). Trish's work has highlighted the benefits of conflict resolution education to schools, students, and society during a time when education budgets are continually strained, underscoring the importance of Trish' research and advocacy work.

Started with United States Department of Education and Gund Foundation funding in 2003–2004, CRETE has implemented conflict resolution education training and courses in thirty colleges of education throughout 12 states and the District of Columbia. From 2006 to 2017 CRETE has worked with over 6,000 US K-12 preservice and in-service educators. CRETE has been adapted to work with teachers in some Caribbean countries, like Trinidad and Tobago, St. Lucia, and Belize. Components of CRETE have been used to provide teacher training in Turkish Cyprus, Thailand, and Costa Rica. The underlying CRETE framework was developed into an online course cosponsored by the U.S. Department of Education and the National Association for School Psychologists (www.creducation.org) and subsequently used as the basis for a teacher education initiative in Armenia.

Trish has also received separate funding to design conflict education to support children with special needs (Jones & Bodtger, 1999; Pennsylvania Department of Education, 2013) and those at risk in terms of education and violence (Jones, 2011) and juvenile delinquency (Pennsylvania Commission on Crime & Delinquency, 1997, 2002). Trish is currently working on a book to help parents navigate conflicts they have as they advocate for their special needs children (Jones, under development).

As reflected above, Trish's conflict education research, practice, and advocacy are international in scope. She worked with British and Black township communities (Soweta and Thokoza) in postapartheid South Africa to build community peace and safety networks linking Afrikaans (Jones, 2005a; USIA 1996). Trish talks about the importance of careful consideration of the political and historical context as well as the local community and culture to successful implementation of peace and conflict education programs (Jones, 2005a). For example, in South Africa they trained community members in mediation to support and sustain mediation efforts in the school system. The implementation team actively engaged students, teachers, and community members to learn about the types of conflicts students experienced and how they typically resolved them, exposing important differences across schools and students. Attention to the local context facilitated success of the peace and safety network as initial plans were refined in important ways, such as combining different schools to increase students' connection with new peers, conducting the training in multiple languages to signal respect for all students, and incorporating local conflict experiences and norms into training materials and exercises.

Trish's international activities have had widespread influence. In 2005, she cochaired the United Nations Working Group for Conflict Education and Peace Education, which brought representatives from 21 nations to plan a research and action agenda that led to the formation of the International Center for Conflict Resolution Education (ICCRE) and Peace Education Working Group in the Global Partnership for Prevention of Armed Conflict (GPPAC) (Jones, 2004b, 2005b; William and Flora Hewlett,

2004). Since 2010, she has worked to train mixed-city mediators throughout Israel in conflict coaching and was selected to participate in the 2016 Academic Partnership for Peace project linking American and Israeli and Palestinian academic institutions in peace-building programming. Inspired by her communication colleagues in similar work (e.g., her coauthored chapter on intercultural alliances with IACM's 2016 Rubin Award recipient, Benjamin Broome, see Allen, Broome, Jones, Chen, & Collier, 2003), she has articulated a peace-building model for understanding intercultural communication and conflict (Remland et al., 2015).

In addition to her passion for conflict education, Trish is known for her innovative work regarding the role of emotion in conflict (Jones, 2000). As a graduate student, I had the privilege of participating in a small independent study with Trish and two other graduate students during which we discussed the experience and expression of emotion and its impact on the conflict process for disputants and third parties. I recall traveling to a conference with Trish during which she was nearly giddy in her excitement about sharing these ideas. (Anyone who knows Trish knows she does not get “giddy,” part of what makes this so memorable.) Drawing from interdisciplinary scholars Trish synthesized the physiological (i.e., Lewis, 1993), behavioral (i.e., Gayle & Preiss, 1998), cognitive (i.e., Lazarus, 1991), and cultural (i.e., Hochschild, 1983; Oatley, 1993) aspects of the emotional experience to develop five core principles of emotion and conflict: (a) Conflict is emotionally defined, (b) conflict is emotionally valenced, (c) conflict invokes a moral stance, (c) conflict is identity-based, and (d) conflict is relational (Jones, 2000). Using these five principles as a foundation, Trish has argued for a communication perspective to develop practical implications for mediators working with disputants' emotions (Jones, 2005c). For example, the training she has developed assists mediators in learning to decode parties' emotions, using elicitive questioning to help parties identify their own emotional experience, and facilitating parties' reappraisal of emotions to help them move forward productively.

Participating in these conversations about emotion with Trish and my fellow graduate students made me eager to apply these ideas to the transformation of organizational conflict. Andrea Bodtker and I wrote an essay on this topic that is currently my most highly cited achievement (Bodtker & Jameson, 2001). We went on to empirically investigate the impact of emphasizing emotions in mediation by conducting the *Mediation with Heart in Mind* training with advanced mediators in two locations (Jameson, Bodtker, & Jones, 2006). Several studies based on this engaged research project found that communication of emotions is more likely to arise in mediation than negotiation (Jameson, Bodtker, Porch, & Jordan, 2009), that mediators share common strategies for identifying and facilitating communication of emotion in mediation (Jameson, Bodtker, & Linker, 2010), and that communication of emotion is often a critical turning point that helps move agreements from resolution to transformation (Jameson, Sohan, & Hodge, 2014). The influence of Trish's work can be seen in current research on the impact of emotional intensity on conflict interaction, such as the study of anger expression in the workplace (Callister, Geddes, & Gibson, 2017). I am grateful to Trish for inspiring this research thread and appreciate how she has imbued these concepts into practice through her mediation training, conflict coaching, and consulting practice.

Impact on the Advancement of Conflict Coaching—Ross Brinkert

I am grateful for the opportunity to provide a written contribution to an article making an inherently ambitious yet ever-so-important attempt to chart Trish's various scholarly and practitioner contributions and related legacy. I will primarily focus my commentary on Trish's conflict coaching work; however, before doing so, I feel compelled to address my broader relationship with her. Doing so hopefully illuminates not only her effectiveness as a teacher and mentor; but it is also meant to highlight the unique qualities she brings to these roles and suggests that these characteristics exist as well

in her allied roles, more visible around the world, of researcher, program administrator, editor, and thought leader.

I first met Trish in 1997 when I began studying for my master's degree at Temple University and I found myself in the first of what would end up being a number of courses with her. Although she was not my advisor and she was only just getting to know me as a student, she generously sponsored me along with a number of other graduate students, mainly doctoral students, in joining her at a conflict conference held at Columbia University Teachers College. As someone not only new to graduate school but new to the country, I should have been overwhelmed. And yet I was not, thanks to Trish. In that first graduate course and in that first conference trip, I marveled at her deftness in knowing when and how to challenge, when and how to point the way, when and how to gently support, and when and how to laugh. You do not need to spend much time with Trish to experience her laugh—a hearty expression that puts all those in her company at ease and demonstrates Trish's fundamental comfort with herself. See Figures 2 and 3 for examples of Trish in action presenting at the Association for Conflict Research in 2017.



Figure 2. Association for Conflict Resolution Conference, October 2017, Dallas, Texas.

I spent a total of eight years at Temple University and went on to interact with Trish in several ways. She was cofaculty advisor for the university campus' Conflict Education Resource Team (CERT) (Jameson, 1998), which I led for a period. She supervised me and other graduate student instructors, she codirected my master's project, she participated on my dissertation committee, and she widely mentored me. Whether providing guidance on a paper for a graduate course or a dissertation chapter or explaining pedagogical and andragogical considerations, I was always moved by Trish's nimble grasp of our discipline and her instinctual appreciation for my own intellectual and applied passions.

While Trish is a powerhouse of knowledge, it was her cognitive and emotional empathy that I most cherished about her during those years. It is a privilege to have people in our lives who extend any level of caring. It is a high privilege to share our lives with individuals such as Trish who are intuitively effective in their caring—sensing moments of heightened need and knowing how best to express support at such times. The journey toward earning a doctorate is like entering and learning to survive in a mythic

forest, guaranteed to transform any initiate who carries on for even a year or two of the experience. The nature of the transformation is largely unfathomable at the outset and is never merely about intellectual growth. It was a challenging time for me and I am forever grateful to Trish for her intellectual and emotional gifts that helped guide my passage.



Figure 3. Association for Conflict Resolution Conference, October 2017, Dallas, Texas.

In 2005, very shortly after defending my dissertation and starting in a tenure-line appointment, I was fortunate that Trish saw merit in my draft article proposing the Comprehensive Conflict Coaching model (CCC model) and she was willing, in her capacity as editor of *Conflict Resolution Quarterly*, to distribute it to blind reviewers for consideration. The article “Conflict Coaching: Advancing the Conflict Resolution Field by Developing an Individual Disputant Process” was subsequently published (Brinkert, 2006). While the CCC model was a relatively new proposal within the dispute resolution arena in that it offered an appreciative and narrative-based approach to supporting individuals in conflict, my roots in theoretically and practically exploring conflict coaching grew, in part, out of my involvement in the CERT program that Trish had helped start and oversee along with Joseph (Joe) P. Folger.

As an early career academic still learning some of the basics of my craft and just beginning to have national, let-alone international, visibility, I was particularly honored to work with Trish on the book *Conflict Coaching: Conflict Management Strategies and Skills for the Individual* (Jones & Brinkert, 2008, See Figure 4) and partner with her as a consultant for a number of years afterward. The book represented a lengthy elaboration of the CCC model and sought to thoroughly integrate a considerable amount of established conflict theory and research into a coherent approach to conflict coaching. We wrote the book for scholars and practitioners and therefore it was both theoretical and practical. Like so much work accomplished in the conflict resolution community, our offering

grew out of many interdisciplinary contributions, but, given our own disciplinary background and the utility of exercising it, we elevated a communication perspective, specifically a social constructionist approach to communication.

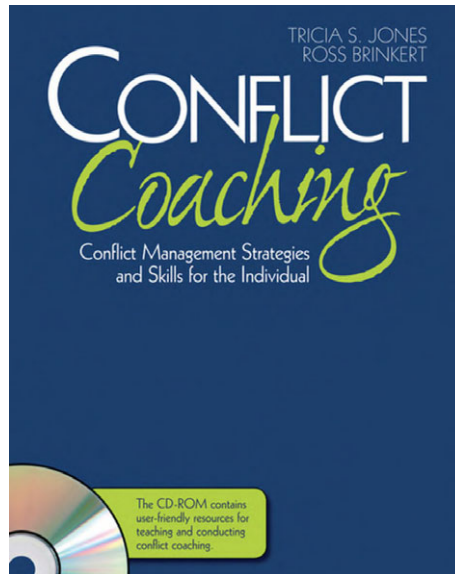


Figure 4. Conflict Coaching book cover. Published by Sage, 2008.

Trish was the lead in terms of writing output and she also deserves full recognition for various conceptual decisions that not only strengthened the book but continue to enhance the practice of conflict coaching to this day. Three areas of Trish's approach to the book that I have long admired are her presentation of the role of emotion in conflict coaching, the considerable infusion of Kellet and Dalton's (2001) narrative work in articulating the theoretical basis and practical execution of the conflict coaching process, and the integration of conflict coaching within a larger, dispute systems framework.

Trish's contributions to establishing emotion's central role in conflict communication in general are of legendary importance and are finely captured by Jessica's contributions above. Unsurprisingly, Trish was extremely effective at integrating this material into the CCC model and, thereby, provided conflict coaches and conflict coaching clients with a new capacity for recognizing emotions and otherwise more effectively acting with emotion in high stakes interactions. The acknowledgment that emotion plays as vital a role in conflict as concepts such as identity and power (Jones, 2000) was indeed a major step forward for our field and therefore conflict coaching.

While writing *Conflict Coaching*, Trish and I half-joked about our dumb luck in partnering with the same publisher as Kellet and Dalton (2001) since it afforded us (pun intended) the opportunity to liberally quote and adapt their work to our own project. In all seriousness, we regarded it as an instance of being able to stand on the shoulders of giants that we had the conceptual wherewithal and discursive tools of those scholar-practitioners to make sense of the promise and pitfalls of narratives in conflict coaching. Trish was the one who did such excellent work in properly acknowledging the originating authors' work and influence while artfully adapting it to our own purposes, especially in the stage of the CCC model focused on a client's initial story.

Conflict coaching, as championed by those in the dispute resolution community, has consistently functioned in relation to other dispute resolution processes (Brinkert, 2006; Tidwell, 1997). However, it was only with Trish's considerable coverage of organizational dispute systems in *Conflict Coaching* that

the first thorough proposal was put forward for integrating conflict coaching within the umbrella of organizational dispute system design. Trish was doing more than advancing a process; she was advancing a field. A review of the book echoes this sentiment when that author writes “The future of conflict coaching may be where the authors make their most inspired theory-to-practice link” Gross (2010). This work continues today as she leads an effort to integrate conflict coaching into the New York State Unified Court System (Jones et al., 2016). Driven largely by concerns about the loss of special education teachers, high rates of family conflict such as divorce and eldercare, and the desire to prevent escalation of conflict to the juvenile justice system, this program includes the training of Community Dispute Resolution Center volunteers throughout the State and the evaluation of the impact of conflict coaching (NY State Unified Court System, 2015, 2016).

Importantly, Trish’s applied work is also captured and disseminated in scholarly outlets as she recently wrote a book chapter titled “Mediation and Conflict Coaching in Organizational Dispute Systems” (Jones, 2016). In the chapter, Trish invites us to construct new avenues for both conflict coaching and organization dispute systems. She points out a number of limiting assumptions and presents a number of ways conflict coaching can be expanded, including creating synergies between mediation and conflict coaching. Notably, Trish moved the narrative tools for the CCC model further along in this chapter by refining and expanding stage-related conflict coaching questions we had developed during our consulting partnership immediately following the release of *Conflict Coaching*. In the chapter, she not only provided now classic, in-session conflict coaching questions, but also offered meta-questions for those in a position to involve others in conflict coaching. These questions are an important tool for those learning and applying the CCC model.

As reflected by her work in New York State, Trish has considerable experience developing conflict coaching systems in organizations. In the years immediately following the release of *Conflict Coaching*, she and I partnered, most notably, to introduce the CCC model in a train-the-trainer format within the United States Department of Veteran Affairs. Trish has continued her work to expand and research conflict coaching in government and higher education working with several federal agencies (including the United States Environmental Protection Agency, Department of State, Department of Justice, National Institutes for Health, Federal Aviation Administration, Department of the Navy and the Federal Emergency Management Administration) and universities (e.g., The Georgia State University system). A hallmark of her work is the emphasis on developing complex dispute resolution systems that integrate the theory-to-practice wisdom of the communication and conflict field. One of her current passions is integrating conflict coaching into teacher education and special education dispute resolution systems through the Conflict Education Professional Development Program. Developed specifically for special and general educators and parents of children with disabilities, this work has been piloted in Pennsylvania (Pennsylvania Department of Education, 2013) and Trish and her colleague continue to move forward in promoting early, accessible, and effective conflict intervention to reduce the damage of escalating conflicts in special education (Jones, 2013; Jones & Hedeon, 2017).

I have experienced Trish in a wide range of her professional roles over the last 20 years, including teacher, mentor, conflict coaching theorist, and conflict coaching practitioner. Across these roles, I have seen Trish’s keen mind and generous heart. She is passionate about scholarship and making a difference in the lives of all people. She has demonstrated remarkable abilities to address conflict communication with individuals, organizations, and communities representing all backgrounds and walks of life. She has amassed remarkable accomplishments, among them being at the forefront of establishing conflict coaching as a full-fledged conflict resolution process alongside processes such as mediation (Brinkert, 2016). She is someone with a high tendency to understand, support, and be helpful in the toughest of times. To summarize, she is generously personal, unfailingly professional, and devoted to opening doors of positive possibility for all people. I believe this is Trish’s essential legacy. And those of us who work in her wake would be wise to embrace her legacy as inspiration and guidance for our own efforts.

Leading Conflict Resolution Quarterly as Editor in Chief, 2001-2007—Susan S. Raines

From 2001 to 2007, Trish served as the editor in chief of *Conflict Resolution Quarterly* (CRQ), previously titled *Mediation Quarterly*. CRQ is sponsored by the Association for Conflict Resolution (www.acrnet.org). Since 1984, CRQ has continually published high-quality scholarship on the relationships between theory, research, and practice in the fields of Conflict Resolution and Alternative Dispute Resolution (ADR). Michael Lang served as CRQ's editor from 1995 to 2001, when he handed the reins to Trish, who in turn, handed them to me in 2007.

Conflict Resolution Quarterly is read by a unique mix of practitioners and academics. Most of its competitors focus on one or two practice arenas, such as court-connected dispute resolution or international conflict resolution, but CRQ has no subject-matter focus. Instead, CRQ focuses on the role of the neutral in conflict resolution and the use, design, evaluation, and teaching of conflict resolution processes and skills.

During her tenure as editor, Trish's work helped shape the rapidly growing field(s) of ADR and Conflict Resolution. During these years, courts and schools across North America and Europe were implementing or expanding mediation and dispute resolution programs. Truth and reconciliation processes operated in places as disparate as Rwanda and Canada. CRQ served as a forum for academics and practitioners to share what they had learned in order to help others.

In addition to making the final decisions about which manuscripts to publish, Trish maintained a working board of approximately 50 accomplished practitioners and scholars from around the globe. She solidified the journal's relationship with John Wiley & Sons (the publisher) and marketed the journal at conferences and colloquia.

As its name suggests, CRQ is published only four times per year. This means its limited pages must be reserved for manuscripts representing the best, most innovative and transformative work. Unfortunately, this necessitates the rejection of the majority of submitted manuscripts. Using a double-blind peer-review process, each manuscript is reviewed by two or more experts. These experts share their thoughts with the editor about the manuscript's strengths and weaknesses. In the end, the editor is in the unenviable position of determining which manuscripts get published and which do not.

When Trish helped me transition into the role of editor at CRQ, she warned me that the job of editor "doesn't always make you friends." In short, it is impossible to please everyone. The majority of manuscripts are rejected. Even the work of well-known ADR writers and scholars do not always make the cut. Yet, as editor, she helped the journal develop a reputation for constructive, tactful feedback. Even when a manuscript is rejected, the author receives the feedback needed to help him or her further develop the work for publication elsewhere. Trish created a fair, high-quality review process and an organizational culture of collaboration.

Trish cares deeply about social justice and understands that great ideas and information can come from anywhere. While editor, she worked hard to help authors improve their writing so those with important insights and observations could share their ideas with others in the pages of CRQ, even if English was not their first language or if their background as practitioners made academic writing challenging. She kept the journal's standards high, while making it accessible. While some "peer-reviewed" journals accept only invited manuscripts or publish only those authors whose names are already well known in their fields, CRQ has always been a place where good ideas can be shared and the review process will treat all equally. This culture has led to the publication of articles that often challenge the status quo or bring seldom heard voices to the fore. That legacy remains with CRQ today.

During her tenure at CRQ, Trish embarked on a particularly ambitious project designed to examine the state of theory and practice in various application areas, such as environmental conflict resolution,

family mediation, conflict resolution education, online dispute resolution, and more. This special two-issue edition became a widely read and indispensable resource for faculty, students, and practitioners worldwide (Jones, 2004b,c).

The world of journal publishing has changed tremendously in the past two decades. When Trish served as editor, each manuscript was received and processed via individual emails, or sent to reviewers in the postal mail. Plagiarism detection software did not exist. Trish painstakingly selected reviewers, communicated with authors and copy editors, and built the journal one relationship at a time. Her reputation for fairness, integrity, and mentorship of authors was integral to *CRQ*'s growth in both readership and ranking. She accomplished these tasks with a unique warmth and tact that inspired a growing cadre of readers and contributors that would sustain the journal for years to come.

Summary

The purpose of this tribute article was to overview the depth and breadth of Dr. Tricia Jones' contributions to the theory and practice of conflict management. Trish's work as a champion of conflict resolution education has undoubtedly transformed countless lives and communities. Her theoretical insights on the essence of emotion in conflict have transformed mediation and conflict coaching training and practice. In all these arenas, Trish has remained committed to not only bridging, but indeed transcending the theory-to-practice gap by demonstrating engaged practice that integrates existing knowledge with community voices and innovative insights to generate new tools and techniques for conflict intervention. She has helped others do the same by using her great powers of diplomacy, perseverance, intellect and vision to shape *CRQ* into a powerful tool to connect and engage scholars and practitioners as they seek to improve their important work.

As our review necessarily focused on previous work, we conclude our tribute by asking Trish to consider her hopes for the future of conflict studies research and to tell us what she has on her own research agenda.

Projecting Future Conflict Studies Research—Trish Jones

It is truly humbling to have colleagues like Jessica, Ross, and Susan reflect on my work and have such gracious and kind comments. It is even more gratifying to remember when and how we have known each other and worked together over the years (and in some cases decades). What I remember most is how fun the work was with each of them and how much the energy fueled some of the best and most productive times of my career.

Recently, I had the opportunity with Greg Phillips, Deanna Geddes, and Bill Donohue to write a tribute to Linda Putnam (Paul, Geddes, Jones & Donohue, 2016) for *NCMR* that was a pleasure and an honor. During that experience, I did not anticipate ever being the subject of a similar effort. Both experiences have rekindled my thinking about the potential contribution of communication and conflict management theory and research to building systems that support constructive social change. Thus, it is gratifying to bring this article to a close with short answers to the following questions.

What would you like to see in terms of more engaged scholarship from communication and conflict management scholars in the areas of conflict education and alternative dispute resolution?

The easy answer to this question is "more. . . much, much more." Engaged scholarship, as Jess and our mutual mentor Linda Putnam have noted, is inherently about building community to apply theory and research to improving social conditions. I believe we have made progress in taking our knowledge and wisdom to external communities and building some communities but I am saddened that we haven't done more at this point. We are not our own best ambassadors and are still saddled by an outdated bias that "applied work" is somehow less than "basic" research or theory development. We know more about

systems analysis and development (and the conflict and communication processes involved) than we use to our own advantage in building those same systems for social change. When we review our own literature, we find very few examples where intense and complex engaged scholarship projects in conflict arenas have been seriously analyzed. Some are reported, and their “outcomes” are noted. But the big “whys” of the processes of engagement and systems building—and especially how they shape or mutate the conflict management initiatives—are not offered or are removed in editing processes that consider these insights less worthy. As someone who has engaged in such interventions, I acknowledge that being open and turning a critical eye is not easy and often unwelcome by partners. Yet, if I were to get my wish, it would be to see exactly such work become a primary focus and a sought after contribution in our publications and in our disciplines.

What's next in your work? What are some of the directions you'd like to pursue at this point?

I would love to better understand the communication processes that constitute ongoing repair in post-conflict relationships. Our work on conflict escalation and de-escalation leading to a fairly discernible point of resolution or management or de-intensification is strong, as is theory (although less so in terms of research) on the power of apology and forgiveness (See, for example, recent work on restorative justice, Paul & Borton, 2017). We have rich applied work on dialogue processes to increase understanding. But what do we know about how communication behavior can maintain the mend of the ongoing relationship once that rift and reconnection is achieved—when the moment of crisis is passed and the sense of normalcy or functionality has gained and sustained? We don't know enough about how to make “it” last when “it” has come so close to being destroyed.

My more recent work in conflict processes and special education has interested me in a series of questions related to how we can better prepare differently abled people to manage conflict and promote self-advocacy in their involvement with dispute resolution systems. Our conflict work is much more focused on understanding conflict dynamics with and for the “normal” or “developmentally typical” person. On a personal and a systemic level, how can we inform the development of processes and systems that achieve conflict education and respect/protect/empower the participants?

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- New York State Unified Court Systems (2016). Effectiveness of Conflict Coaching for CDRCs (Community Dispute Resolution Centers) Phase 2, total amount awarded \$14,600 September 2016 – August 2017. Phase 2 project to implement and research efficacy of conflict coaching processes for NYUCS CDRC system. Tricia Jones, Project Director.
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- Pennsylvania Commission on Crime and Delinquency (2002) “Violence Prevention Initiative for At-Risk Students”, \$400,000 awarded, January 15, 2002. Grant obtained by Good Shepherd Mediation Program to implement and evaluate a violence prevention curriculum in the CEP (Community Education Partnership) site at Hunting Park. Tricia Jones, Evaluation Researcher January 2002 – January 2004.
- Pennsylvania Department of Education (2013). Office of Dispute Resolution, “Peer Conflict Coaching in Special Education.” Total amount awarded \$30,000, September 2013 through September 2014. Pilot project to develop and pilot a peer conflict coaching model in special education, working with Southeast Delco and Abington school districts. Tricia S. Jones, Principal Investigator.
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- United States Information Agency (USIA) (1996). “Community Peace and Safety Networks: Linking Community and School-Based Mediation in South Africa”, \$153,000 awarded January, 1996. Exchange Program between South African and American educators and conflict specialists to establish peer mediation programs and community mediation links in four communities in Johannesburg, South Africa. Tricia Jones, Principal Investigator.
- William and Flora Hewlett Foundation (1995). “Comprehensive Peer Mediation Evaluation Project”, \$250,000 awarded May 1, 1995. Multiple-site study (four locations including Philadelphia, Denver, San Francisco, and Laredo, TX involving 9 schools per site) examining the impact of program model (peer mediation cadre, peer mediation plus, and control conditions), educational level (elementary, middle, and high school), and culture/ethnicity on participant’s conflict attitudes and behaviors, skill development, school climate, and program utility. Tricia Jones, Principal Investigator.
- William and Flora Hewlett Foundation (2004). “ICCRE Symposium Seed Grant”. Total amount awarded \$25,000 for January 2005 through June 2006, funding awarded December, 2004. Grant to host an international symposium in July 2005 and September 2005 in conjunction with the United Nations Conference on the Role of Civil Societies in the Prevention of Armed Conflict. The ICCRE Symposium supported planning for the International Center with participation of CRE experts from 5 global regions. Tricia Jones, Project Director.

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